

RSE Policy

2024-25



Integrated Learning Space

Pride
Passion
Partnership
Professionalism
Positivity

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place across agencies and with families

- Prepare pupils for puberty, and help their understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self agency, self-respect, confidence and empathy
- Support young people to gain an understanding of what is 'private' (carried out alone, without scrutiny) and what differentiates private spaces from public (shared) spaces
- Create a positive culture around issues related to the development of a sexual identity and the ways in which relationships can form and be maintained
- Support pupils to understand the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an academy we must provide relationships education to all pupils of primary age and RSE to all pupils of secondary age as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach elements of sex education that would typically be contained in the science curriculum. This for our cohort must be differentiated to their specific learning and communicative profiles.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The ILS we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils (where possible) and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff (RSE coordinator) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil engagement – we recognise student voice in the articulation of this policy and look towards how to best use it where possible
5. Ratification – once amendments were made, the policy was ratified and placed on the school website

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity on its own and encompasses a broad and varied range of other areas.

5. Curriculum

Our curriculums are built around each young person who attends the ILS and the approaches we take to supporting understanding of RSE will be reflected by their specific learning profile. The curriculum approach for our young people is built around their Education Health Care Plan and specific Individual Targets are drawn and reported on from Section E of this document.

We have developed this approach to curriculum in consultation with parents, governors' pupils, and staff, considering the learning and communication profile, age, needs and feelings of our pupils. If, pupils ask (or pose) questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We have included in this policy reference to potential learning outcomes that teachers at the ILS can focus on where appropriate for the young person (appendix 1) primary and (appendix 2) secondary age *as we are a cross the phase school.

6. Delivery of RSE

RSE is not taught as a discrete subject at the Integrated Learning Space (ILS) but incorporated into the daily routines of all young people. Where developmentally applicable relationship education will focus on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships and respectful relationships
- Online relationships
- Appropriate spaces and privacy
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At The ILS RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships (only where required), including sexual health

For young people at the Integrated Learning Space RSE is not taught discretely. The focus is on supporting young people to understand public vs private spaces, build positive relationships with their team and families and help those who teach them feel confident to support them in understanding self-agency and safety. Our young people are totally reliant upon the team around them supporting the principles outlined above and this policy should be read in-conjunction to our safeguarding policies.

7. Roles and responsibilities

7.1 The Trust board and governing body

The governing board will hold the headteacher to account for the implementation of this policy. The Trust board has delegated the approval of this policy to the CEO.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring and where reporting progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or the RSE coordinator. All teachers in the school are responsible for teaching RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when engaged in issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when appropriate. We will offer regular training to parents through the both parent group and through a bespoke offer to families. This will support joined up working and thinking.

10. Monitoring arrangements

The delivery of RSE at the Integrated Learning Space is monitored by Tom Andrews Assistant Headteacher through planning where appropriate, lesson observations and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the CEO of the Trust.

Appendix information

[1] Me You & Us

A. To be aware of myself [Me]

- To be aware that my body is separate to the bodies of the other people around me
- To be able to say / sign my 'name' or indicate towards an image of myself
- To be able to know my face [using a mirror / photograph]

B. To be aware of others [You]

- To be aware that the bodies of the people around me are separate to my body
- To be able to say / sign the names of the people I am sharing the space with
- To be able to know the faces of the other people I am working with

C. My sex & your sex

- To know that I am a 'boy/man/male' – 'girl/woman/female'
- To know that you are a 'boy/man/male' – 'girl/woman/female'

D. What I like / don't like

- To be able to clearly indicate preferences and dislikes
- To be able to make a choice from a group of things / experiences / items
- To be able to explain 'why' you like / dislike something

E. Who I like / don't like

- To be able to indicate people who you like and people who you don't particularly feel comfortable with
- To be able to explain 'why' you like / dislike someone
- To explore what that may feel like for the other person

F. Life events

- To examine key life events [birth / death / going to school / leaving school / meeting people / diner time / going home...etc]
- To explore our feelings around some of the experiences we have had in our lives
- To be able to talk about and discuss some of the life events that have not happened yet

G. Changes to my body

- To be able to explore some of the physiological changes that will occur to the body as we grow up
- To know the difference between a – baby / boy / teenager / man / elderly person]
- To explore how to handle some of the changes that are taking place in my body ‘right now’

H. Changes in my life

- To be able to understand that changes will take place [different tutor group / different school / boy to man / sitting next to somebody different / working with a different T.A...etc]
- To be able to describe how I feel about ‘change’
- To be able to show I can take part in the changes that I may be involved in, in the future

I. Doing things that I want to do

- To be able to ‘action’ an event / experience independently [where appropriate]
- To be able to be ‘in control’ of my own choice and its outcomes
- To be able to make ‘clear’ choices about key features of the session [where I sit / who I work with ...etc]

J. Doing things that I have to do

- To be able to express how it feels to do things that I may not necessarily want to do
- To be able to carry out directed tasks, instructions...etc
- To be able to name / describe - things / experiences that we have no control over

[2] Private and Public/Non-private

A. Private zones on the body

- To be able to clearly show an understanding of the ‘private zones on the body [all areas of the body apart from the hands / wrists / arms / shoulders]
- To be able to explain why these places are private
- To be able to indicate where ‘private zones’ on the body are using photographs, illustrations and on their own body
- To know how to say / sign ‘NO’ if a private area of my body is touched

B. Places on the body that are not private

- To be able to clearly show an understanding of the ‘non private zones on the body, these areas of the body are - the hands / wrists / arms / shoulders
- To be able to explain why these places are not private
- To be able to indicate where ‘non-private zones’ on the body are using photographs, illustrations and on their own body
- To know how to say / sign ‘YES’ (if comfortable to do so) if somebody wants to touch a non-private area of the body - the hands / wrists / arms / shoulders

C. Private spaces in the school

- To be able to locate the private spaces in the school [toilet / shower / bathroom]
- To know how to ensure that the private space you are in remains safe
- To be able to explore what makes a private space different to a public space

D. Public spaces in the school

- To be able to locate the public spaces in the school [lifts / hall / corridors / foyer]
- To be able to show an understanding of how to act in a public space in school
- To be able to explore what makes a public space different to a private space

E. Private places in the community

- To be able to locate private spaces in the local community [cars / private houses / blocks of flats with intercoms / electrical cupboards / private driveways]
- To know that these private spaces are not to be entered [looking at signs 'keep out' / 'private' / 'danger'...etc]

F. Public spaces in the community

- To be able to locate public spaces in the local community [parks / pavements / shops / cafes / bus stops / libraries]
- To be able to show an understanding of how to act in a public space in the local community

G. Private places at home

- To be able to locate private spaces at home [bedroom / bathroom / shower / toilet]
- To know how to ensure that the private space you are in at home remains safe
- To be able to explore what makes a private space different to a shared space at home

H. Spaces at home that we share with others

- To be able to explore the spaces 'at home' that we share with other people
- To know how to behave in a shared space 'at home'
- To know the spaces 'at home' that are not shared

I. Where do I go to when I need to be by myself in school / in the community

- To know where to go for 'private time [e.g; time away from other people]
- To know how to behave and remain safe in a 'private space'
- To know how to request/ indicate that I may require 'private time'

J. What happens if somebody comes into a private space that I am in

- To be able to respond appropriately to another person entering my 'private' space
- To know how to keep my 'private' space – secure
- To be able to explain why it is 'not ok' to share a private space [toilet / bathroom / shower] with another person at home / at school / in the local community

[3] Appropriate and Inappropriate Touch

A. Zones on our body that are ok/ appropriate to touch

- To be able to say / sign / indicate the zones on the body that are 'ok' to touch
- To be able to show a 'positive' response through speech / sign / facial expression / body posture to an 'ok' touch
- To be able to give and receive 'appropriate touch' this is to the – fingers / hands / wrists / arms

B. Zones on our body that are not ok/ inappropriate to touch

- To be able to say / sign / indicate the zones on the body that are 'NOT ok' to touch
- To be able to show a 'negative' response through speech / sign / facial expression / body posture to a 'NOT ok' touch
- To be able to respond appropriately and effectively to a 'NOT ok' touch

C. Where can we touch ourselves in private

- To know where to go if I need to touch myself in a private area of my body [in school and at home]
- To know how to make the private space I am in 'secure' and 'safe'
- To be able to indicate or request that I go / be taken to a 'private space'

D. Where can we touch ourselves in public

- To know what to do if I need to touch myself in a private area of my body [in a public space [shop / café / library / park]
- To know that it is 'NOT ok' to touch private areas of the body outside in the local community
- To be able to indicate or request that I go / be taken to a 'private space' when out in the community

E. Who can touch us

- To know the names or roles of the people who may need to touch us [doctors / nurses / dentists / physiotherapists / mother / father]
- To know how to respond if any touch feels 'NOT ok' and who do I go to

F. When can we be touched

- To know that there are certain times when we may need to be touched in a private place [in the hospital / at the dentists / when being changed / when being showered...etc]
- To know how to respond if any touch feels 'NOT ok' and who do I go to

G. Why may we sometimes need to be touched

- To know that we may need to be touched if we are 'injured' / 'upset' / 'need changing'
- To know how to respond if any touch feels 'NOT ok' and who do I go to

H. How can we let people know that their touch was not ok

- To be able to develop a clear communication to indicate to another person that a touch was 'NOT ok'

I. How can we tell people that their touch is ok

- To be able to develop a clear communication to indicate to another person that a touch was 'OK'

J. Where is it not ok to touch when we are in a public space

- To know and be able to indicate where it is 'not ok' to touch [on our own bodies] when we are out in the local community
- To know and be able to indicate where it is 'not ok' to touch [on our own bodies] when we are in a public space in school
- To know and be able to indicate where it is not ok to touch [on our own bodies] when we are at home in a shared space

[4] Personal Hygiene and Personal care

A. Getting undressed

- To be able to undress independently
- To be able to use a variety of different fasteners [zips / studs / buttons / hooks / Velcro]
- To be able to remove shoes

B. Getting dressed

- To be able to dress independently
- To be able to use a variety of different fasteners [zips / studs / buttons / hooks / Velcro]
- To be able to put their shoes on [doing up laces optional]

C. Using the shower appropriately

- To be able to turn the shower on / off – independently
- To be able to close the shower door in order to make the room private [where appropriate]
- To be able to apply the soap / shower gel – independently
- To be able to wash the soap / shower gel off - independently
- To be able to regulate the heat of the water - independently

D. Using the bath appropriately

- To be able to turn the bath taps on / off – independently
- To be able to close the bathroom door in order to make the room private [where appropriate]
- To be able to apply the soap / shower gel – independently
- To be able to wash the soap / shower gel off - independently
- To be able to regulate the heat of the water using the taps - independently

E. Using the toilet appropriately

- To be able to close the door in order to ensure that the cubicle is private [where appropriate]
- To be able to pull trousers down / skirts down – independently
- To be able to pull trousers down / skirts up – independently
- To be able to wipe – independently
- To be able to flush – independently
- To be able to exit and wash hands – independently

F. Cleaning my teeth appropriately

- To be able to open the tube of tooth paste – independently
- To be able to squeeze the toothpaste from the tube – independently
- To be able to place the tooth paste on the brush – independently
- To be able to brush teeth – independently
- To be able to rinse – independently

G. Washing my hands

- To be able to turn the taps on and place the plug in the sink – independently
- To be able to regulate the heat of the water and the amount of water required – independently
- To be able to apply soap and wash it off – independently
- To be able to dry hands after – independently

H. Washing my face

- To be able to turn the taps on and place the plug in the sink – independently
- To be able to regulate the heat of the water and the amount of water required – independently
- To be able to apply soap and wash it off – independently
- To be able to dry the face after – independently

I. Choosing what I need

- To know what to take into the shower / bathroom / toilet area [towel – soap – toothbrush – shower gel – toothpaste – pad]

J. Cleaning myself properly

- To be able to remove all soap / shower gel from all parts of the body
- To be able to dry myself with a towel after my shower / bath without support
- To know that I have finished washing and drying without being told

[5] Developing and maintain relationships

A. Sharing space with people

- To be able to sit / stand / move around generally sharing a space with other people, without demonstrating any type of inappropriate behaviour
- To be able to engage in a range of different close activities with my peers, without demonstrating any type of inappropriate behaviour

B. Taking part in an experience together

- To be able to work collaboratively with '1' other student
- To be able to work collaboratively as part of a 'group activity'

C. Choosing somebody

- To be able to make my own choice about who I work with, sit next to from a range of options
- To choose somebody that I feel is 'special' to me
- To be able to express why I have chosen somebody

D. Communicating with people

- To be able to communicate my intentions, feelings, choices through speech / sign / facial expression / gestural indications to another person
- To be able to communicate my intentions, feelings, choices through speech / sign / facial expression / gestural indications to a group of people
- To use non-verbal forms of communication effectively to get across my point

E. Somebody that is 'special' to me

- To carry out an activity with somebody I have chosen as 'special' to me

F. Who are the people I know

- To be able to say the names of the people who I know at school and at home
- To be able to recognise and indicate an awareness of images of the people I know at home and at school
- To be able to explore who the people in the local community are that we know personally

G. What do I do when I meet somebody

- To know how to respond appropriately when meeting / greeting somebody
- To know which parts of the body are 'ok' / 'not ok' to touch when meeting somebody
- To know what to do next after you have said 'hello'

H. What are the different relationships that I may be involved in

- To be able to name the different types of relationship that I may be involved in [brother / sister / uncle / aunt / grandchild / friend / boyfriend / girlfriend / student]
- To know that you may act differently in different relationships

I. Being alone

- To explore what it is to be 'alone' [as a child, as a teenager, as an adult]
- To examine what feelings are generated when we are alone

J. Staying 'OK' with another person

- How do I stay 'OK' with another person, if they are my friend
- How do I stay 'OK' with somebody if I have had an argument with them
- How do I stay 'OK' with somebody if they are not too keen on me

[6] Emotional Intelligence

A. How do I Feel

- To be able to label / name the different 'feelings / emotional states that I may be feeling
- To be able to communicate to others how I am feeling
- To be able to uncover the reasons why I may be feeling in a certain way

B. How do you feel

- To be able to label / name the different 'feelings / emotional states that another person may be feeling
- To be able to communicate to others what you think they are feeling
- To be able to uncover the reasons why another person may be feeling in a certain way

C. How do we know when people feel [happy, sad etc....]

- To be able to understand the key ways in which people communicate whether they are happy [positive] – unhappy [negative]

D. How can I tell people that I feel [happy, sad etc....]

- To be able to find the most efficient way in which to communicate / express whether you are happy [positive] – unhappy [negative]

E. The range of emotional responses

- To be able to be conversant / aware of with the range of possible different emotional responses

F. What are the signs of different emotional states

- To be able to explore the range of different emotional states that people may shift between
- To know how to respond to the different emotional states that people may shift between

G. Feeling 'OK'

- To be able to express to others that I am 'OK'
- To be able to explain why I feel 'OK'
- To be able to stay 'OK'

H. Feeling 'NOT OK'

- To be able to express to others that I am 'NOT OK'
- To be able to explain why I feel 'NOT OK'

I. Reading people's 'faces'

- To be able to say what somebody's emotional state is simply through reading their 'facial expression'

J. reading people's 'bodies'

- To be able to say what somebodies emotional state is simply through reading their 'body posture'

Appendix 2 - Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	